

3-1-1976

Alumnus

Southern Illinois University Office of Alumni Services

Follow this and additional works at: https://opensiuc.lib.siu.edu/alumni_mag

Recommended Citation

, . "Alumnus." (Mar 1976).

This Article is brought to you for free and open access by the SIU Alumni Association at OpenSIUC. It has been accepted for inclusion in SIU Alumni Magazine by an authorized administrator of OpenSIUC. For more information, please contact opensiuc@lib.siu.edu.

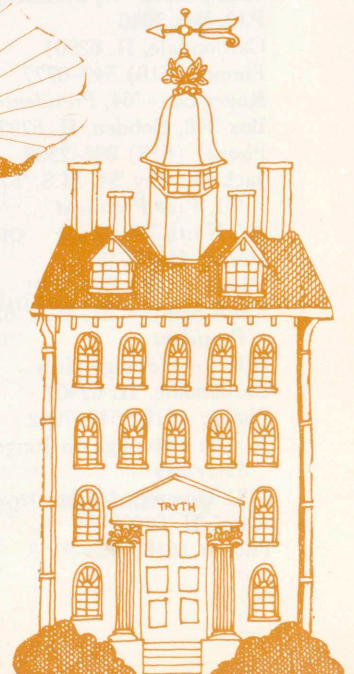
Alumnus

Southern Illinois University/March, 1976



*A Special Report on
What it Takes to
Run a College These Days*

1976 Moonshooter



77
P1

Honorable & Mentionable . . .

For over two and a half years Southern Illinois University design students have been "creating miracles" for the multiply disabled students attending two Carbondale children's education centers.

The design students have created over 100 devices during this 30-month period in an effort to make the students' lives more complete.

A recent example, is the "crawler" for a five-year-old boy who was born without any bone structure in his back. He was unable to sit up, except occasionally when he was supported in a wheelchair. He couldn't move the wheelchair himself and was known as "poor little Timmy."

An advanced design student from SIU covered a piece of plywood with carpeting and fastened casters to the bottom. He attached adhesive strips to the device and across Timmy's waist and shoulder blades. Timmy was laid face down where he found he could propel himself with his hands and legs on it.

"Once he found he was mobile, he found there was a whole world there," said Larry Busch, assistant professor of design. "Now, they call him 'Timmy the terrible,' because he terrorizes the place. This device radically changed his life," Busch said.

This is only one of a long string of projects, ranging in size from a special spoon for multiply disabled children to an electronically controlled folding bed and moveable table.

These projects began when five design students came to Rich Archer, instructor of design, requesting a real project that would accomplish some good. One of the students' friends worked at a multiply disabled children's education center and suggested they try to design something for one of the children, since very little equipment is said to be commercially available for these children.

Alumnus

Southern Illinois University
at Carbondale

VOL. 37, NO. 7, March, 1976

KAREN M. GAUMER

Editor

Publication of



The Association of Alumni
and Former Students
Southern Illinois University

ROBERT ODANIELL '51

Executive Director

(618) 453-2408

JACOB KING '51

Assistant Director

(618) 453-2409

THE UNIVERSITY

Board of Trustees: IVAN A. ELLIOTT, JR., *chairman*; HARRIS ROWE, *vice chairman*; MARGARET BLACKSHERE, *secretary*; RICHARD A. HANEY, *ex officio*; WILLIAM W. ALLEN, DONALD L. HASTINGS, JR., WILLIS MOORE, WILLIAM R. NORWOOD, A. D. VAN METER, JR., *members*. *President of Southern Illinois University*: WARREN W. BRANDT.

BOARD OF DIRECTORS

Paul Schoen '67, *President*

P.O. Box 3040

Carbondale, IL 62901

Phone: (618) 549-0777

Roger Gray '64, *President-Elect*

Box 248, Cobden, IL 62920

Phone: (618) 893-2303

Jack Murphy '54, M.S. '57, Ph.D.

'71, *Vice President*

905 North 7th Street

Herrin, IL 62948

Phone: (618) 942-5081

Keith Sanders '61, M.S. '62, *Vice*

President

R.R. 1—Heritage Hills

Carbondale, IL 62901

Phone: (618) 549-7052

Jo Ann Cunningham Jungers '52,

Secretary

2131 Dunnegan Street

Alton, IL 62002

Phone: (618) 465-9113

Harold Dycus, *Treasurer*

2602 Sunset Drive

Carbondale, IL 62901

Phone: (618) 457-6132

Rev. Jack Adams '53

6533 Walsh

St. Louis, MO 63109

Phone: (314) 752-8171

W. Kent Brandon '61

R.R. 4

Carbondale, IL 62901

Phone: (618) 549-3169

Willis Coatney '55

305 Victor Street

Normal, IL 61761

Phone: (309) 663-3571

V. Dale Cozad '58

3213 Valley Brook

Champaign, IL 61820

Phone: (217) 352-6617

David Elder '50, M.A. '51

R.R. 1

Petersburg, IL 62675

Phone: (217) 632-3266

Robert Hardcastle '63, M.S. '64

181 Trails West

Chesterfield, MO 63017

Phone: (314) 469-3395

Fred Huff ex '62

P.O. Box 182

DuQuoin, IL 62832

Phone: (618) 542-2780

Larry Jacober '62, M.S. '65

124 North Lark Lane

Carbondale, IL 62901

Phone: (618) 457-2469

Fred J. Meyer '40

131 Warwick Street

Park Forest, IL 60466

Phone: (312) 748-5429

Patrick Mudd '55, M.S. '59

417 Minnie Avenue

Dupo, IL 62239

Phone: (618) 286-3843

William E. O'Brien '47

803 Taylor Drive

Carbondale, IL 62901

Phone: (618) 457-8810

Eugene Payton '38

7709 South Calumet Avenue

Chicago, IL 60619

Phone: (312) 483-1891

Patricia Lill Schroeder '43

15 Grant Drive

Mascoutah, IL 62258

Phone: (618) 566-7394

Albert J. Shafter '48, M.A. '49

Box 281

Harrisburg, IL 62946

Phone: (618) 253-5836

Ted Taylor '44

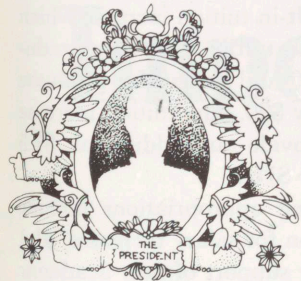
5 McDonald Place, NE

Washington, DC 20011

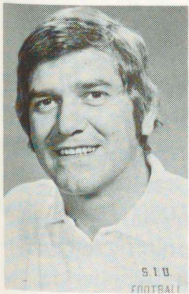
Phone: (202) 726-6367

Alumnus

/Southern Illinois University is published six times a year, in January, March, May, July, September, and November, by the Southern Illinois University Office of Alumni Services, Carbondale./Member of the American Alumni Council./Payment of membership dues of \$8.00 annually or \$125 for lifetime membership entitles an association member to all alumni publications. Subscription to the Alumnus is by membership only. Second class postage paid at Carbondale, Illinois./All information concerning alumni or special feature material should be addressed to the editor of Alumni Publications. Address changes should be sent to the SIU Alumni Office, Carbondale, Ill. 62901. Please allow four weeks for changes./Printed by the SIU Printing Service at Carbondale.



Moonshooter subject of this year's Moonshooter national report is "What Does It Take to Run a College These Days?" The report is part of a cooperative, non-profit effort in which several hundred colleges and universities join forces to keep the nation's college and university graduates informed about developments affecting higher education. This year's topic asks if our colleges and universities are governable. In looking for an answer, it exposes the reader to many of the leading issues with which educational institutions are wrestling these days . . . It's entitled, "The Impossible Job?" The report, done by a group of cooperating editors and educators who form the staff of Editorial Projects for Education, appears in alumni publications across the nation. For a candid look at the college presidency, see page 3.



Rey Dempsey, new Saluki football coach and former Detroit Lion specialty team coach, is on staff and in motion. Dempsey, who admits his first priority on the job is to start filling some of the 30 scholarships he has available, has been burning up the telephone lines talking with close personal ties in the Ohio-Pennsylvania area. The Dempsey story and other sports news appear on page 20.

Also in this issue: News of the Campus, page 2/The Alumni Association, page 19/Alumni, here, there . . . page 22/Special Classnote, page 23.

Johnson's Physics

A physics professor at SIU who started out trying to interest more students in taking college physics courses may have come up with a whole new field of study.

Kenneth W. Johnson, associate professor in the SIU department of physics and astronomy, began trying a couple of years ago to find a way of enticing more SIU students to take physics department courses. He ended up with a class that has attracted 400 students each semester and that can be pursued beyond that into a new minor degree program with almost guaranteed employment potential.

News of the Campus

It's the big, booming field of high-fidelity sound.

Recognizing that the idea of college physics scares off many students, Johnson decided in 1973 to look for a way to teach its principles in a "non-physics" setting.

"The idea was to come up with a subject that would be interesting to students and explain the science behind it," Johnson said. After considering about 20 possibilities he came up with a course he calls, "Insights into Modern Communications: From Hi-Fi Sound to Laser Beams."

Johnson used high-fidelity sound systems to teach such knotty scientific principles as the physics of sound, wave theory, electricity, magnetism and transistors. The new class was an immediate success. Johnson said he expected about 50 students the first time it was offered, but nearly 400 signed up.

While talking with high-fidelity equipment manufacturers about borrowing sound rigs for use in his

classes and laboratories (individual companies have supplied \$30,000 worth of audio gear), Johnson came up with the idea of expanding the hi-fi course. He was thinking about a minor degree that would qualify graduates to work in audio equipment marketing and retailing.

"There are no formal educational facilities that offer a coherent audio marketing program," Johnson said. "For the most part, the audio industry has to depend on 'walk-ins' with little or no technical background to fill job openings in marketing and retailing."

With the help of faculty members in the SIU School of Music, College of Business and Administration and audio industry representatives, Johnson put together a program of 10 courses in physics, music and business that students majoring in any field could take as a "back-up" minor degree.

"The problem facing college graduates in any field these days is a tight job market," he said.

According to audio industry figures quoted by Johnson, at least 10,000 qualified persons will be needed each year to fill industry vacancies.

Performances Planned

The good things in life are free.

Spring performances scheduled by the University Convocations include a concert by the Don Redlich Dance Company, which is scheduled to spend a half-week of residency at SIU in early March. One of the members of the contemporary dance company is Barbara Roan, daughter of Herbert Roan, lecturer in the University's design department. The exact date of the performance has not been set, so watch area news media for an announcement.

"Dandelion Wine," Ray Bradbury's haunting memoir-as-novel, will be presented in a new theater version on April 13. The work is Bradbury's ode to the summer of 1928 when 12-year-old Douglas

Spaulding awakens to the possibilities of life and the inevitability of death. The play is presented in collaboration with the Illinois Arts Council.

San Francisco's New Shakespeare Company will loose "The Tempest" on the traditional birthdate of the playwright, April 23.

All performances will be at 8 P.M., in Shryock Auditorium and are open, at no charge, to the public.

IBHE's Budget For SIU

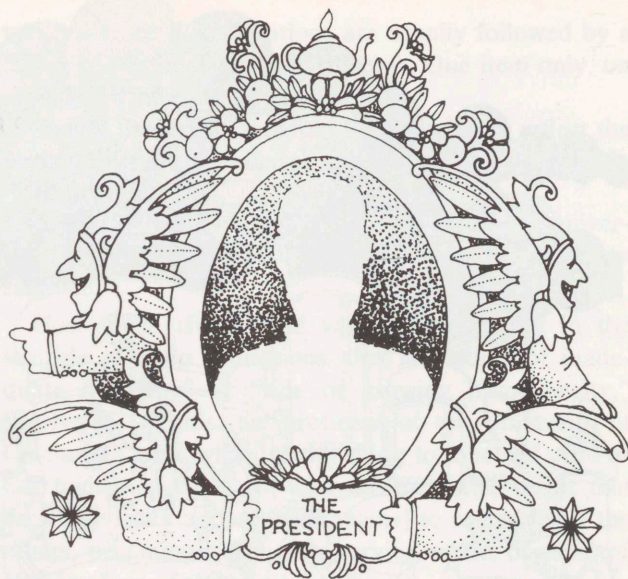
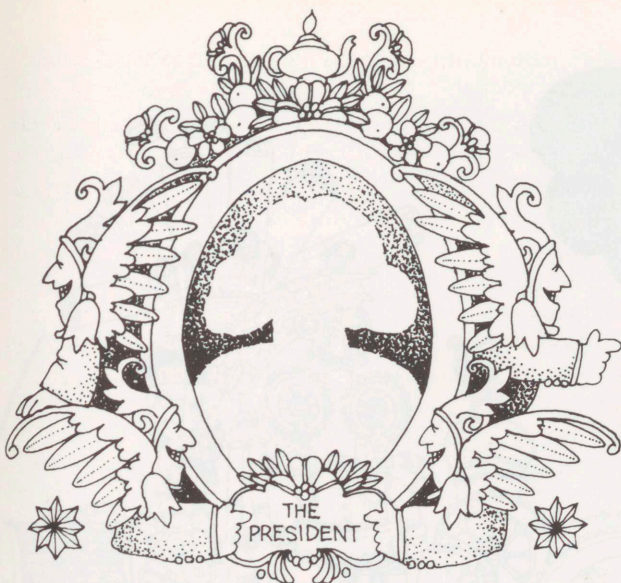
The Illinois Board of Higher Education's (IBHE) approval of a \$72.3 million operating budget recommendation for SIU represents an increase in state appropriations and a possible tuition hike.

Approved by the IBHE in January, the budget would give SIU almost \$4.9 million more than last year's appropriation. However, the IBHE's statewide budget plan for fiscal year 1977 includes a controversial built-in tuition increase which would raise tuition for undergraduates by \$60 and tuition for graduate students by \$90. The tuition increase would provide an additional \$1.5 million for SIU.

Operating appropriations include \$2.3 million for salary increases, \$1.1 million for support of new academic programs, \$494,000 for price increases, \$381,000 to cover increased utilities costs, \$252,000 for operation and maintenance of new buildings, \$213,400 for civil service salary adjustments and about \$200,000 for new equipment and other costs.

Recommended amounts for supporting new academic programs include \$750,000 for the School of Medicine, \$135,000 for expanded programs in the law school, \$152,000 for coal research center-associated programs and \$26,000 for a new master's degree in mining engineering in the School of Engineering.

IBHE budget recommendations are subject to the approval of the Illinois state legislature and the governor.



The Impossible Job?

A Special Report on What It Takes to Run a College These Days

"WANTED," the advertisement might say: "President, to direct an enterprise manufacturing societal products. Diversified interests range from agronomy to zoology. Duration of manufacturing process: 3.7 years. Profit potential: none. Loss: \$5,500 on every unit produced.

"President must represent company to vast constituency: 63,000 shareholders, state legislators, government bureaucrats, and the community at large.

"Salary: not commensurate with responsibilities."

Uncommonly candid? Perhaps, as far as the ad goes. Yet it does not tell all. Nowhere does it mention:

► That the company's diversity is held together only by a shaky commonality—and supported by even more tenuous financing.

► That the volatility of the product and the experimentalism of its labor force have made legislators and citizens, on whose support the manufacturer depends, increasingly wary of the enterprise.

► That the corporation is a proving ground for social legislation, a bellwether of social change.

► That the institution's former products—many of them gone from the scene for decades—are, in effect, its majority shareholders.

► That it is their contributions that in large part must finance today's manufacturing deficits.

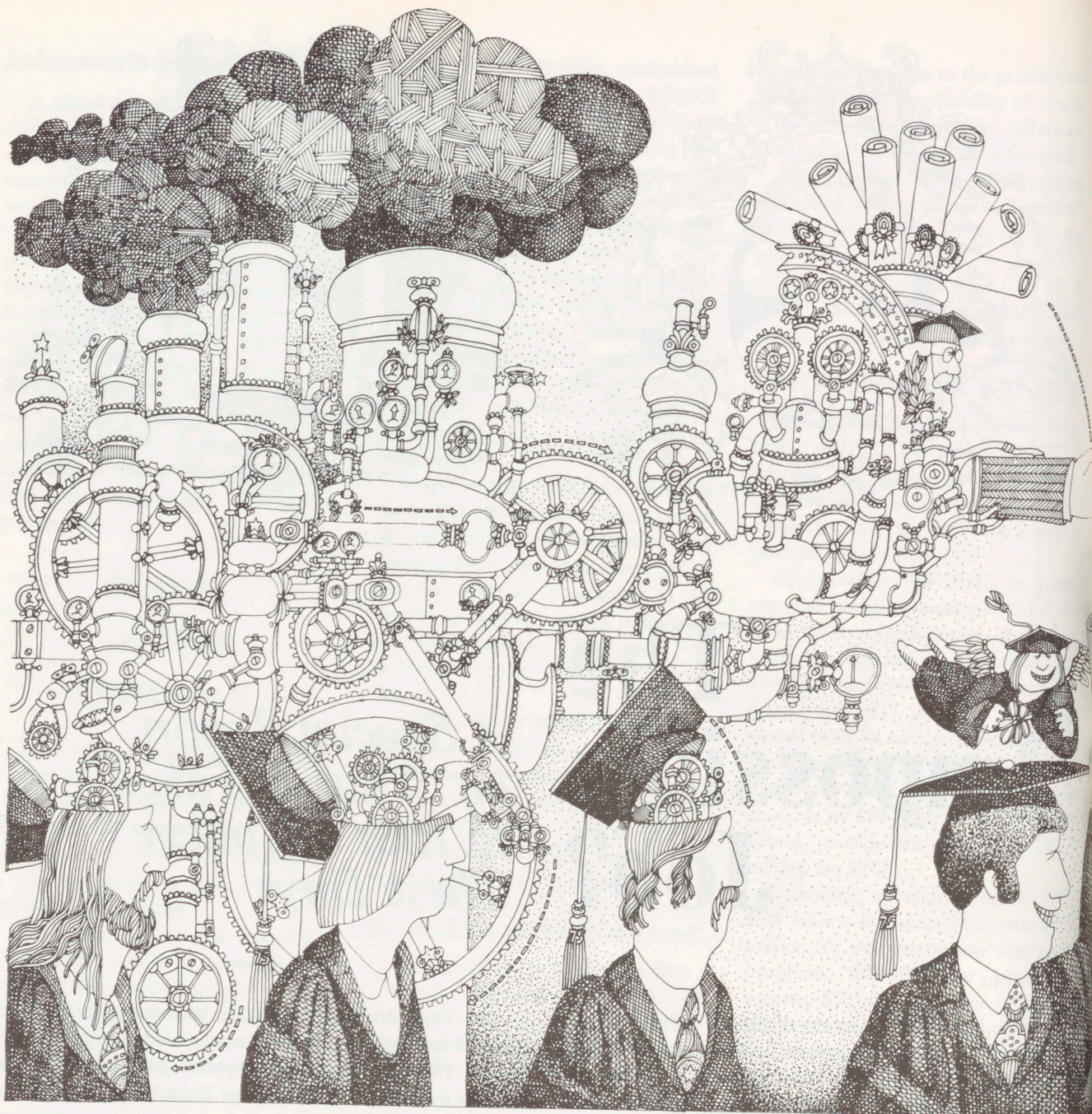
Nor does the advertisement prepare its reader for the unusual nature of the products themselves:

► That they must be treated not as mere products, but as elements demanding a place in the councils of their producers.

► That the products are being marketed with ever-greater difficulty in the job-scarce society for which they are produced.

Nor does the help-wanted ad hint at the unique qualities of the enterprise's labor force:

► That the workers expect—and demand—to be



treated not merely as workers, but as part of the company's governance.

► That, at the same time, they are unionizing in ever-greater numbers.

And the ad omits entirely the most telling point of all:

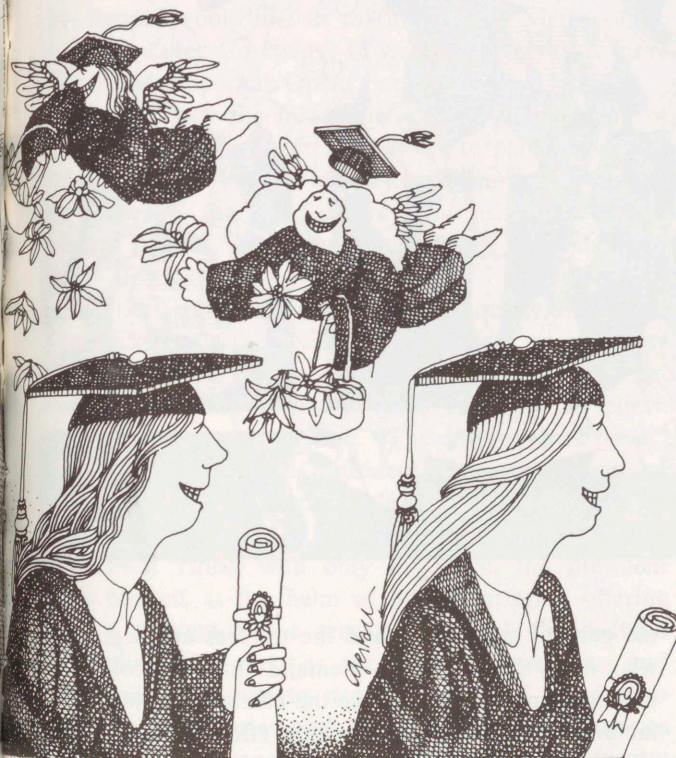
► That the exigencies of the job are likely to drive the president from his office in five years.

LITTLE WONDER that Herman B Wells, for 24 years president of Indiana University, should say that a college president needs to be born "with the physical

stamina of a Greek athlete, the cunning of a Machiavelli, the wisdom of a Solomon, the courage of a lion, if possible—but above all, the stomach of a goat."

THE COLLEGES AND UNIVERSITIES that modern presidents are called upon to govern are rarely in good health.

An ever-growing number of America's institutions of higher learning—and not merely the newer and inevitably hustling ones—sway at the edge of a financial abyss. Institutions whose names are synonymous with academic excellence and financial invulnerability—the



widows-and-orphans stocks of higher education—are in financial trouble. One Ivy League university, after eating into the principal of its endowment by over \$25-million in seven years, has embarked on a three-year austerity program to eliminate the university's deficit spending.

A Carnegie Commission report estimated in 1973 that fully two-thirds of the nation's colleges and universities were in serious financial difficulty or headed that way. Two more years of inflation have not diminished that count.

Richard P. Bailey, former president of Hamline Uni-

versity, wrote: "Resignations are usually followed by a listing of personal accomplishments. One item only, on my list: for seven years I survived."

Should the help-wanted ad be amended to reflect the perilousness of the undertaking?

HOW MUCH of the individuality of his college or university, for example, must a president be prepared to sacrifice?

How much rivalry and variety will be lost in the struggle to keep institutions alive in a time of inadequate financing? A "tide of growing homogeneity," Warren G. Bennis, the president of the University of Cincinnati, calls what is happening to much of American higher education—"with the inevitable result that each university and college [begins] to resemble all the others, becoming a franchise service, a sort of chain of Holiday Inns of the Mind."

Writes Fred Hechinger, in the *New York Times*:

"Will the universities, like the railroads, pursue a defeatist, obsolescence course until the government at last tries to bail them out? The risk that they may opt for a passive response to their current crisis of identity, money, and goals is heightened by the fact that the universities have become accustomed to having their goals spelled out for them by the off-campus world—such are the demands of defense and other external mandates."

Does the ad need a further addendum?

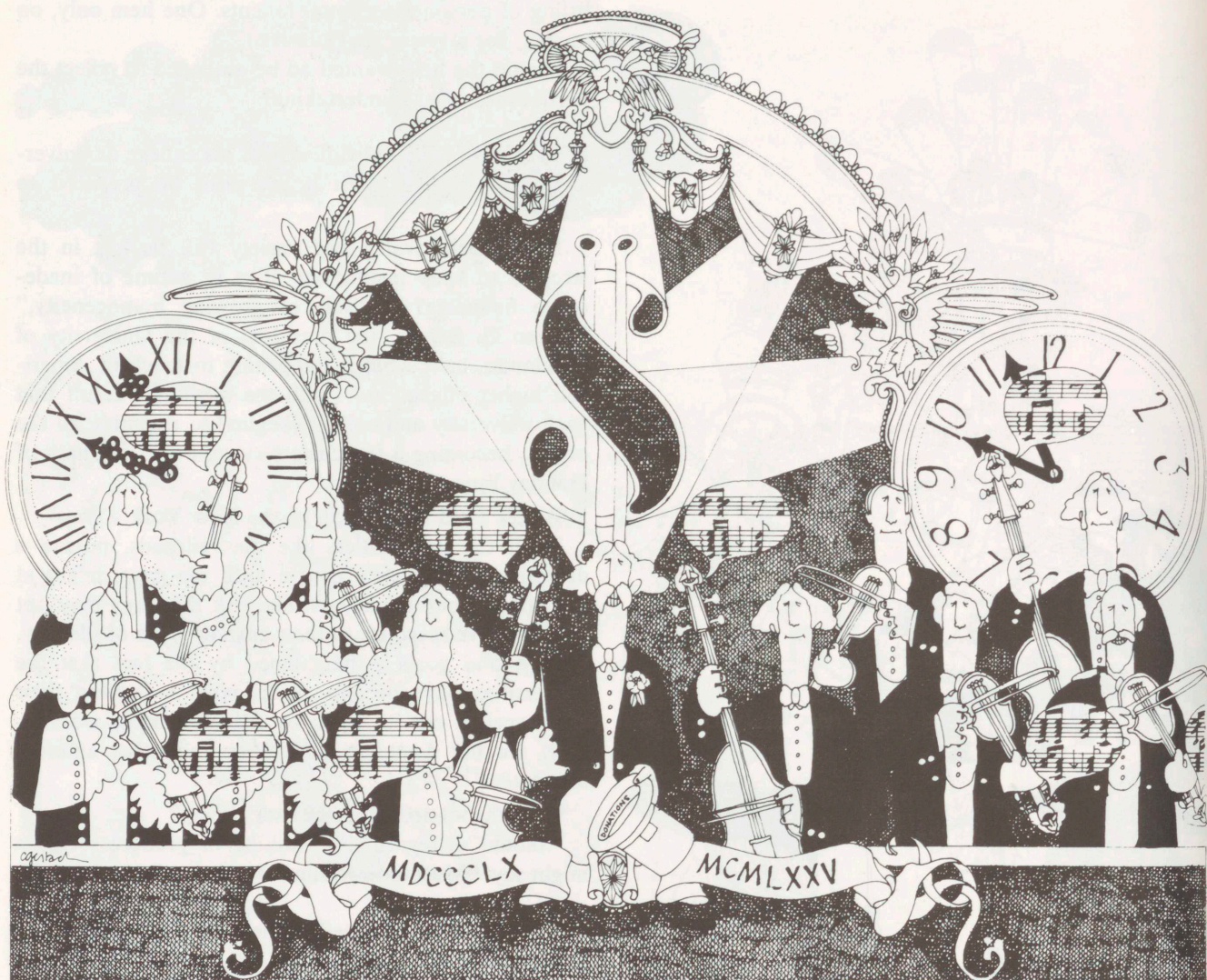
"Should disregard the thinking of predecessors," it might say. "Must look within for answers."

THE PRESIDENT of Reed College, Paul E. Bragdon, suggests a middle course:

"Viewing society and higher education within it, no one today seems likely to adopt the Panglossian stance that all is, or soon will be, for the best in this best of all possible worlds. No ideology, doctrine, or faith in a pragmatic, problem-solving approach is likely to create a sense of confidence in the future. Growing anxiety, numbing uncertainty, and a paralysis of the will are likely companions in an age of complexity, contradictions, and confusion.

"Maybe, however, a variation of the classic response to Panglossism—cultivate your own garden—is the most constructive course to follow. Callously turning aside from the torment and problems of men and women everywhere, abdicating responsibilities thrust upon us, subsiding into hedonism or into activities designed exclusively for personal self-fulfillment—none would form part of the suggested variation.

"The appropriate variation asks that we recognize that there are many things within our control which can be done; that general despair should not keep us from



doing them; and that, in fact, we should proceed to do them. The doing of them may give us the faith and foundation of confidence to attack the additional problems to which there are no instant or easy solutions.”

THE COLLEGE PRESIDENT must run his or her enterprise without the tools of the conventional corporate head. The college president cannot stockpile products until a more favorable economic climate comes. The college president cannot apply for tax and tariff relief. The college president cannot decrease profit margins, for there is no profit. Yet the college president cannot calmly tolerate loss, though loss is inevitable.

Nor can the college president lower the quality and content of his institution's product; to do so would be to defeat the very purpose for which his enterprise exists. But maintaining, let alone improving the product's quality and content entails financial strains so grave as to threaten every college's existence.

The paradoxes are serious. Alumnae, alumni, and

the general taxpayers—and the trustees and legislators who hold their proxies—demand that the college or university president improve the efficiency of his manufacturing process; yet the savings effected by increased efficiency might be gained only at the expense of the product's value. Says Clifton R. Wharton, Jr., the president of Michigan State University:

“The most disturbing element in the latest fiscal crisis is the presumption that the universities can continue to realize significant savings through continued increases in productivity and efficiency, without a corresponding reduction in quality of services. . . .

“The search for ever-greater increases in productivity can best be put into proper perspective by contrasting pictures of two extremes. Take first the image of a teacher on one end of a log with a student on the other end, then contrast it with the image of our freshman class of 7,000 sitting in our football stadium while one lonely professor stands at the 50-yard line in front of a microphone. The former represents the ancient notion

of teaching; the latter would be a demonstration of extremely high productivity—assuming that it were efficient.

“The choice between these two educational models, as well as among the many idealized models, depends upon a delicate and subjective balancing of educational philosophy and economic efficiency. I often wonder whether as a matter of public policy the ever-growing pressure for greater productivity is not leading us to the football-stadium classroom. Is this what the students, their parents, or the taxpaying citizens really want? From the criticism I hear, I doubt it.”

Inexorably, the president finds himself in the dilemma Cincinnati’s Bennis describes:

“We have the size and scope of big business, with few if any of its opportunities to increase our productivity. People would like us to run like the Metropolitan Life Insurance Company. In fact, a university is more like the Metropolitan Opera Company. . . .

“In 1860, at the forerunner of our conservatory of music, it took a quintet 58 minutes to play a concerto by Brahms; in 1975 it also takes 58 minutes. Nor can we improve that performance by using one violin instead of two, or a moog synthesizer to replace all five.”

But even unlike the venerable and equally threatened opera company, the president of a college or university cannot take his show on the road when times get desperate, hoping to play to S.R.O. in Tokyo to relieve the financial strain at home. “The only power I have,” says Willard L. Boyd, president of the University of Iowa, “is the power to persuade.”

EQUIPPED, THEN, with only his voice, the president finds himself at the helm of an organization offering both a product and a service for which the demand is leveling off—even as the costs of producing and performing continue to rise. The price of the fuel to heat the dormitories and classrooms and laboratories quintuples. The annual salary increments for faculty and staff members drop farther and farther behind the advances in living costs. Projections by the U.S. Office of Education tell him that full-time enrollment, which increased over 100 per cent from 1960 to 1970, will rise only 17 per cent in the present decade. (It will, says the government, actually decrease 1.3 per cent in the first two years of the next decade.)

The same projections tell his faculty members that, while the number of doctorates granted by America’s institutions of higher education tripled in the 1960–70 decade, the employment of full-time teachers will actually *decrease* .9 per cent from 1978 to 1982. The National Science Foundation tells the researchers employed by colleges and universities (who account for about 61 per cent of the nation’s basic scientific work)

that real spending on basic research is expected to decline by 8 per cent from last year to this.

Does the college presidency, then, call for a defeatist? Must the new president be versed, as Kenneth E. Boulding suggests, in “the management of decline”?

“One of education’s first priorities,” says Mr. Boulding, who is program director at the University of Colorado’s Institute of Behavioral Sciences, “[is to] develop a new generation of academic administrators who are skilled in the process of adjusting to decline.”

On the basis of all that, should the help-wanted ad be amended again?

“Must be able to deal with decline,” perhaps it should say. “Must accept diminished circumstances.”

THE TYPICAL CAPTAIN of the corporo-educational enterprise has been trained as an academic, not as a professional manager; as a pedagogue, not as a public-

“People would like us to run like the Metropolitan Life Insurance Company. In fact, a university is more like the Metropolitan Opera Company.”

relations expert. But he is called upon to be the latter, while he serves the former. He must do battle against the hesitancy of his institution to view itself as a business, and he must do equal battle against the confusion of his own roles.

R. Miller Upton, for 21 years (until last summer) the president of Beloit College, calls the failure to make a clear distinction between economic and academic realities the major weakness of leadership in higher education:

“So many of my colleagues, saying they know nothing about business, will delegate the business aspects almost totally to their financial vice-presidents. In terms of good management, you can never take that position.

“If you don’t have a sense of the importance of the economic base to the academic purpose, the institution is going to suffer. A president must never be embarrassed by the word ‘selling,’ or by any of the other sound business terms.”

If the college or university is serving a predominantly black constituency, suggests James E. Cheek, president of Howard University, the president must do further battle. The enemy in this case, Mr. Cheek says, is the

**"Colleges have to be run
in a businesslike fashion,
but I'm not sure you
can run them exactly
like businesses."**

temptation to sacrifice identity for short-term survival:

"Leaders of black colleges and universities must show a greater willingness to demonstrate the importance of their institutions. They cannot allow them to be taken for granted, nor can they conform to the easy perception that integration will, in and of itself, improve the quality of higher education for black people or increase the quantity of access to higher education for black people. They must hold to the belief that an institution can have a traditional black mission and a predominantly black enrollment and still be integrated."

Similar challenges confront the presidents of women's colleges. They—with their trustees and institutions—must choose whether to embrace the rush toward coeducation, or to resist it. As Jill K. Conway, the president of Smith College, notes, the choice is riddled with complexities:

"Up to the present, . . . attention has been focused on the access of women to institutions of higher education, with little or no thought given to the relationship of women students to the curriculum, women scholars to research activity, or women graduates to the occupational structure of society. When access is considered in isolation, the logic of coeducation as an equitable social policy appears to be overwhelming.

"The logic for educating women in male-controlled institutions is by no means so strikingly apparent, however, when one views the question of equity of treatment of the sexes from the perspective of the content of the curriculum, the opportunity to participate in the creation of new knowledge, and the potential for subsequent career development."

TO GAIN his or her job, a prospective college president must win the acceptance of competing interest groups, which occasionally are as concerned with establishing their positions vis-à-vis one another as with ferreting out the best candidate. To perform successfully, says Glenn A. Olds, president of Kent State University, the president "has to be academically competent so that he will enjoy the support of the faculty, administratively competent so he can perform feats of fiscal dexterity, able to deal with students, of impeccable integrity, and fearlessly open."

Yet, suggests Ernest L. Boyer, chancellor of the State

University of New York, to avoid dismissal the president cannot become identified with any of the groups he represents. "If a president starts giving student answers, faculty answers, or trustee answers, he's lost."

No wonder, then, that the job is so perilous and the list of casualties ever-lengthening—or that, at one point in the past year, at least 78 four-year institutions of higher learning were without chief executives. Consider:

► At the University of Texas at Austin and at Southern Methodist University, presidents were dismissed or pressured into resigning by their boards after becoming identified with faculty concerns.

► At the University of New Hampshire, Thomas N. Bonner resigned as president after prolonged warfare with the state's political leadership and incessant editorial salvos from William Loeb's *Manchester Union Leader*.

► The University of Colorado dismissed its president after the faculty voted no confidence in him.

► At Missouri's Stephens College, students and faculty members—disturbed that a woman had not been picked to head the female institution—asked the man whom the board had selected to reconsider his acceptance of the presidency.

The college president, in short, must balance the ideal and the real—and he cannot, as Jacques Barzun noted in *The American University*, "forget the difference between the golden and the leaden functions he is supposed to perform."

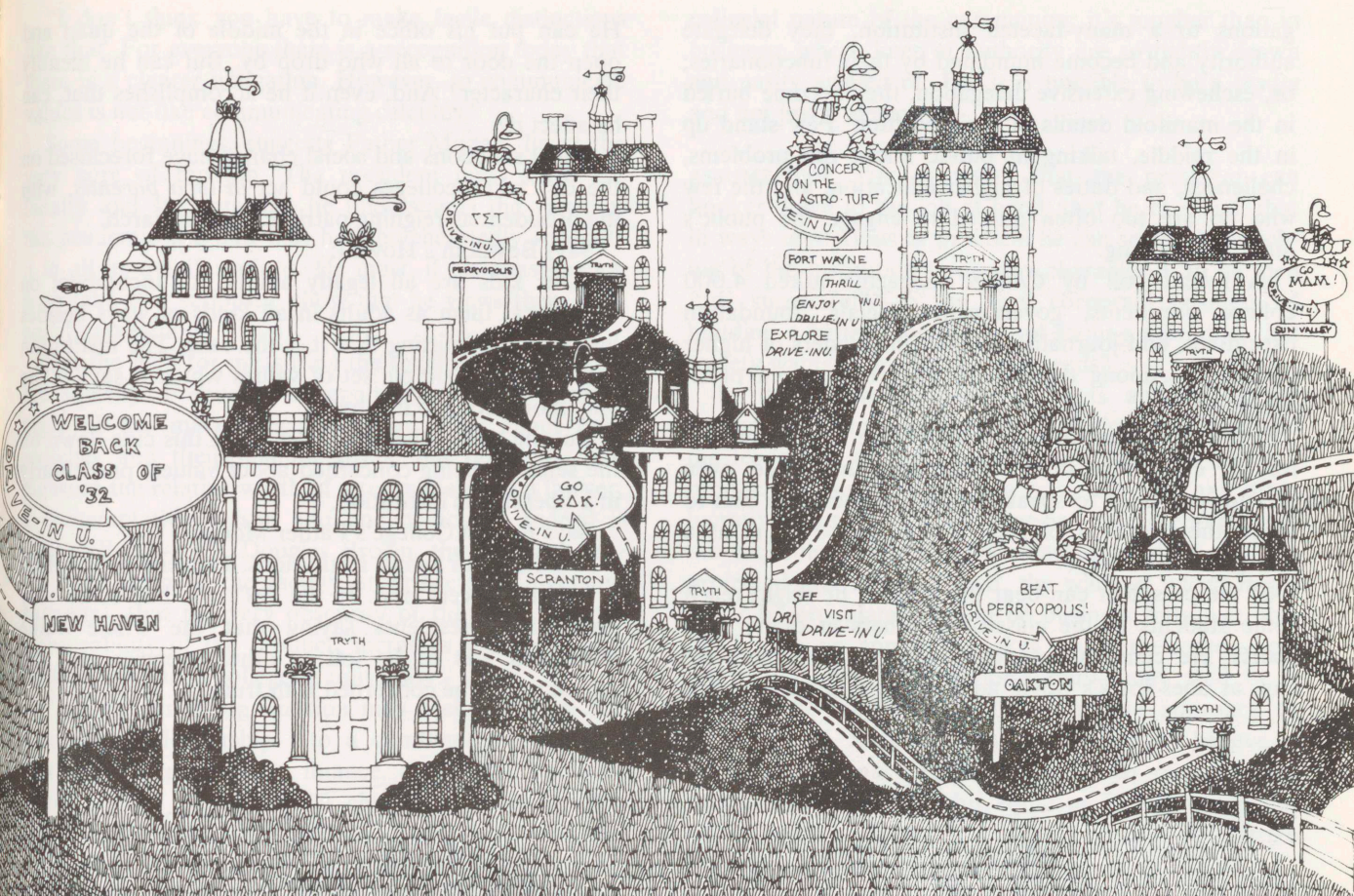
NOR CAN THE PRESIDENT FORGET that his products are not cars or switch-dimmers or sky hooks, but people. If the company fails to tool them properly, the losses will be very human ones.

At this point more than at any other, the corporate analogy falters. The products are men and women, and the process is the often-meandering one of discovery and learning.

"Colleges have to be run in a businesslike fashion," says the president of Bowdoin College, Roger Howell, Jr., "but I'm not sure you can run them exactly like businesses. The absence of a bureaucracy would be very quickly remarked upon by the faculty if their checks didn't turn up on payday; but a lot of academicians would argue that efficiency, while a good thing, is not the highest of all possible virtues.

"In the educational process there is occasionally a good deal to be gained from a certain amount of inefficiency. If you get so that everything is in exactly the right place, it eliminates serendipity, and one of the exciting and useful things about an educational process is discovery. You want to be careful to preserve the capacity for this in the midst of all your efficiency."

The University of Iowa's Willard Boyd makes a



further distinction between academic and corporate leadership: "The college president must keep things stirred up so that the intellectual life will grow." The necessity of ferment, he argues, is even greater during the present besieged state of higher education:

"These are conditions which either can frighten colleges and universities into blind 'intellectual protectionism' of the past and present, or challenge them to take future 'intellectual risks.' The latter is the more difficult, yet more creative, course. It is not antithetical to the intellectual process. Quite the contrary, it is the essence of it."

The advertisement for a president, then, needs this explanation:

"Must create an adventuresome corporate structure, to serve a noncorporate end."

THUS THE PROBLEM facing today's college or university president boils down to this: how to apply the technology and lessons of corporate management to the very human process of education. With that problem comes this more difficult quandary: how to measure the worth of a human product.

The Rev. J. Donald Monan, president of Boston

College, would begin to evaluate the success of an educational enterprise by looking at the alumnae and alumni:

"I have sometimes said—and I believe it—that colleges exist for alumni and not for students. If everyone fell off the earth after commencement, there would be a genuine worth in what you're doing; but in the long run—in service to society—institutions have their effect through the long-term careers of their alumni.

"If you can touch their whole character and their professional expertise, you are doing something important for society through alumni."

Yet there is no easy way for today's college or university president, grown increasingly remote from the ebb and flow of campus life, to touch a student's character. The college president of yore, who spent his Saturdays pacing the sidelines and his Mondays parsing Latin, is as rare as the college of yore. Although one notable group of modern presidents has gone public—Duke's Terry Sanford announces for the White House, the University of Chicago's Edward H. Levi takes over the Justice Department, the University of Alabama's David Mathews is called to head up H.E.W.—many more have gone private. Faced with multitudinous obli-

gations to a many-faceted institution, they delegate authority and become inundated by their functionaries; or, eschewing extensive delegation, they become buried in the manifold details of their position. Few stand up in the middle, talking in public about the problems, challenges, and duties of higher education; and the few who do are too often quoted to engage the public's attention for long.

A recent poll by *Change* magazine asked 4,000 college presidents, government officials, foundation executives, and journalists to pick the leaders of higher education. Among the top 44 were only seven presidents.

Yet even if the president does come home from his travels, even if he does emerge from his office, even should he choose to speak out, is it possible for him to touch the character of such a complex structure as a college or university?

If the president can bear the burden, he might reach some students in the classroom, others at dinner and sports. He can have students living in his home. He can, as does Iowa's Boyd, advise a handful of students.

He can put his office in the middle of the quad and open the door to all who drop by. But can he identify their character? And, even if he accomplishes that, can he affect it?

Legal sanctions and social change have foreclosed on the day when colleges could act *in loco parentis*, with the president as reigning patriarch or matriarch.

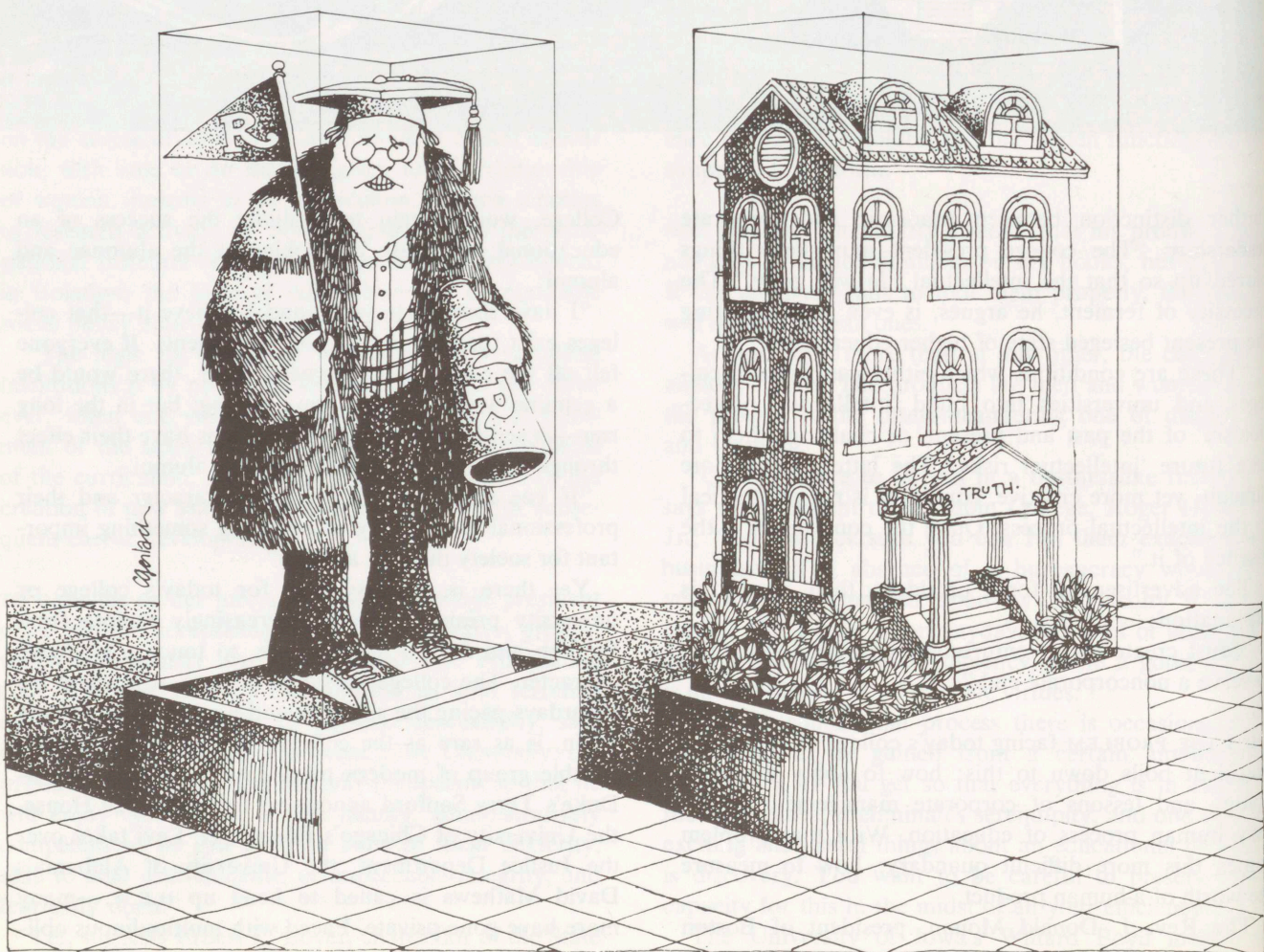
Says Bowdoin's Howell:

"Our kids are all legally adults; it's incumbent on us to treat them as adults in all kinds of ways besides just legally admitting that it is the case. The institution cannot have a simple set of values which it says is the only moral code to live by."

But, he adds: "I don't believe that this cuts down on the sense of being concerned about values, particularly in a liberal-arts institution."

Says Boston College's Father Monan:

"At least for many institutions, concern with values is something very new. In the '50's you had some very prestigious presidents saying that the whole value dimension was to be left to other agencies and the school was to be concerned with truth."



"I don't think you have to make facile distinctions like that. For everyone there is a recognition today that there is a clearer obligation. However, to communicate values is not like communicating calculus."

Some beginnings, suggests Father Monan, lie at the very core of the job. The president must show the faculty and students that he understands the value of the academic life and that he wholeheartedly supports it in all its manifestations. He must, if his constituency is to take him seriously, show that he views them with equal earnestness.

But the data for measuring the touching of character are squishy. Frequency-of-repair records and percentages of the marketplace tell hard facts about light switches and their manufacturers, but no charts can measure the relative worth of a technician and a lawyer, a contemplative person and one of action. Indeed it may well be—as J. Douglas Brown, the emeritus provost and dean of the faculty at Princeton University, suggests—that the very obscurity of the data, the immeasurability of the product, increases the president's centrality within a college or university:

"An industrial organization may seek to merge the functions of leadership into a combination of senior specialists in production, finance, and public relations—not always successfully. A church, in order to safeguard its traditions, may place leadership in a collective body. But the university not only deals in a host of intangibles rather than profit, but also must move forward with vigor and sensitivity. Therefore, only a person, a president, can effectively combine tradition

"A president wants to be liked—by alumni, by faculty, by students and trustees. But in pursuing this, he may end up becoming a mediator."

and vigor to gain understanding response from a complex of cooperating constituencies."

Yet, however central to the institution the president becomes, he must lead if he is to be followed. Says Beloit's Miller Upton:

"A president must be willing to be out front, in areas where he knows he's going to get shot at. This is difficult. There's a great temptation to play it easy. A president wants to be liked—by alumni, by faculty, by students and trustees. But in pursuing this, he may end up becoming a mediator.

"Leadership in education is difficult because of the

collegial nature of the community; it's tougher than in business, where lines of authority are so tightly drawn and easily availed of. But it *is* possible to be a leader and not just a mediator."

ASSUME FOR THE MOMENT that the president can hunker down to the job at hand; that he can lead; that in ways mysterious or practical he can see to the touching of the institution's complex character. Can he then turn successfully to the very corporate business of building a better mousetrap—of tooling a product that society wants, a product society needs?

In the difference between wants and needs lies another dilemma—and yet another distinction between the leadership of business and education. To create a product the public wants is a relatively easy and often lucrative matter, once the want has been identified and the technology refined. To create a product to fill a projected and abstract need, the want of which might never be articulated, would be business folly, yet how much such an approach makes education sense—how much it is higher education's duty—may well be a measure of the limits of the corporate approach to education. If, as many who practice the art believe, a president's primary responsibility is to plan for the future, then it may be his equal or greater obligation not to settle for survival in a mean world, but to strive for utility in a grander one.

MANY OBSERVERS of the present educational scene, like *Dædalus* editor Stephen R. Graubard, see presidents and their institutions enmeshed in a survival strategy:

"Today, when higher education has receded from the front pages of all newspapers, when television has few student demonstrations to film and no non-negotiable demands to report, when the federal government seems generally bereft of ideas on higher education, and when state legislatures wrangle usually over the size of budgets and university presidents dash about searching for new monies to offset inflationary costs for which increased student tuition and fees are quite insufficient, there is an almost instinctive concern within every institution to look out for itself, to create those conditions that will guarantee its own 'survival' and possibly increase its competitive advantage. There is not much talk of reform: the problem is to get through a difficult time, a time of 'no growth' and of persistently rising costs. Colleges and universities seem frightened and confused."

To the extent that survival in whatever form becomes the goal, the criteria of survival become the measure by which the president is evaluated. Again, Stephen Graubard:

"To an extent that was not true previously, presidents and deans are judged for their ability to manage

and husband funds. Even where they have been selected as 'crisis managers,' they are generally prized for their efficiency as fiscal agents."

Tooling a product to meet present ends and future needs poses temptations and hard choices—particularly in periods of high unemployment, when the demand for specific occupational training increases. Boom times provide the means for intellectual activity; hard times heighten the demand for vocational skilling. Beloit's Miller Upton and others suggest that the measure of an institution's—and its leaders'—commitment to liberal education might well be the tenacity with which it clings to its historic educational mission in depressed times.

Says Reed's Paul Bragdon:

"Let us acknowledge straight-away that there is a need and a place for vocational education, and that most students are going to enter the work force upon completing their formal training, *i.e.*, they're going to have to find jobs. We should not fail, however, to note a number of ironies.

"First of all, most institutions, public and private, throughout the world are today seeking as leaders broadly educated men and women who have mastered the methods of understanding and attacking problems, not the narrowly trained specialist. Secondly, the seemingly unyielding problems of our times will not be solved by vocational certificates any more than by good intentions alone, but will require the attention of educated and trained men and women with high moral purpose. Thirdly, in a society in which more leisure time is likely to be available, we have to ask what the results will be—enriched lives or lives marked by boredom, booze, and the boob tube?

"The welcome addition of increased opportunities for vocational education should not obscure the significance of a liberal education in the lives of men and women and for the fate of society."

Says Martin Meyerson, president of the University of Pennsylvania:

"Those of us in colleges and universities ought to help unite the profession or the calling with liberal learning. If we do not, we shall have failed the rightful aspirations of many of the young who seek a life of service. Moreover, unless we imbue vocation with a sense of liberal learning, we shall have failed to improve life as well."

But to unite the need for specific skills with a broad exposure to thought and culture is more complex than overseeing the merging of the acetates and alloys that produce switch-dimmers. Ironically, the direction may be easiest for presidents whose institutions serve the underprivileged, if only because, for them, need supercedes theory. Says Howard University's James Cheek: "Because blacks have the greatest trouble finding jobs,

"Presidents are generally prized for their efficiency as fiscal agents."

we must be acutely aware of where shortages are and will be in the labor market, particularly in the professions; and we must tailor our programs to those shortages."

FOR ALL THE LEADEN REALITIES of the president's job, the golden possibilities beckon. "I think," mused the American historian Henry Steele Commager, "we should support, or if necessary create, a group of men and women whose business is to think far ahead of their contemporaries, whose business is not to represent their own country, their own class, their own times, men and women who should be excused from many of the pressures and passions of their own day and permitted to imagine a different kind of world, to anticipate problems and propose solutions to them. . . . Needless to say, we have at least an embryo, just such a class. I refer to the university."

But the leaden realities lie in wait. Purely contemplative creatures require the sort of foundation support that has dried up in the present financial climate and may not readily revive again. X-ray technicians are at work; English doctors of philosophy are at home, typing *curricula vitae*.

The balance of the tangibles and intangibles in educational planning and the articulation of purposes are, says Harvard University president Derek L. Bok, critical functions for presidents and their deans:

"As spokesmen for their institutions, they cannot expect to win the understanding and support of a wider community unless they can explain with conviction what their colleges are supposed to accomplish. In deciding how to allocate new resources—or indeed how to distribute their own time and energy—they can hardly establish coherent priorities without some sense of the ultimate purposes which they hope their colleges will achieve.

"For these reasons, presidents and deans must formulate their own sense of the institution's goals even if their faculties are unable or unwilling to undertake the task."

It has been a neglected function, he adds:

"Our colleges seem to exist without making much of an effort to define their aims. In the thick reports on undergraduate education that many colleges have produced in recent years, there is little discussion of what



it is that a liberal-arts education should provide for the student."

The articulation of purposes, however, can rarely be accomplished solely in the light of today or tomorrow. The college or university president is not allowed to forget that the majority shareholders in his corporation are themselves its past products, with an attachment to that past.

If the traditions of the past are to be violated, if old ways are to be altered to meet a new world, the alumni and alumnae want an explanation from the president. And they vote their approval or disapproval in a most tangible and meaningful way—with dollars and cents that aggregate into the annual-giving totals upon which the daily functioning of the institution's manufacturing process so heavily depends.

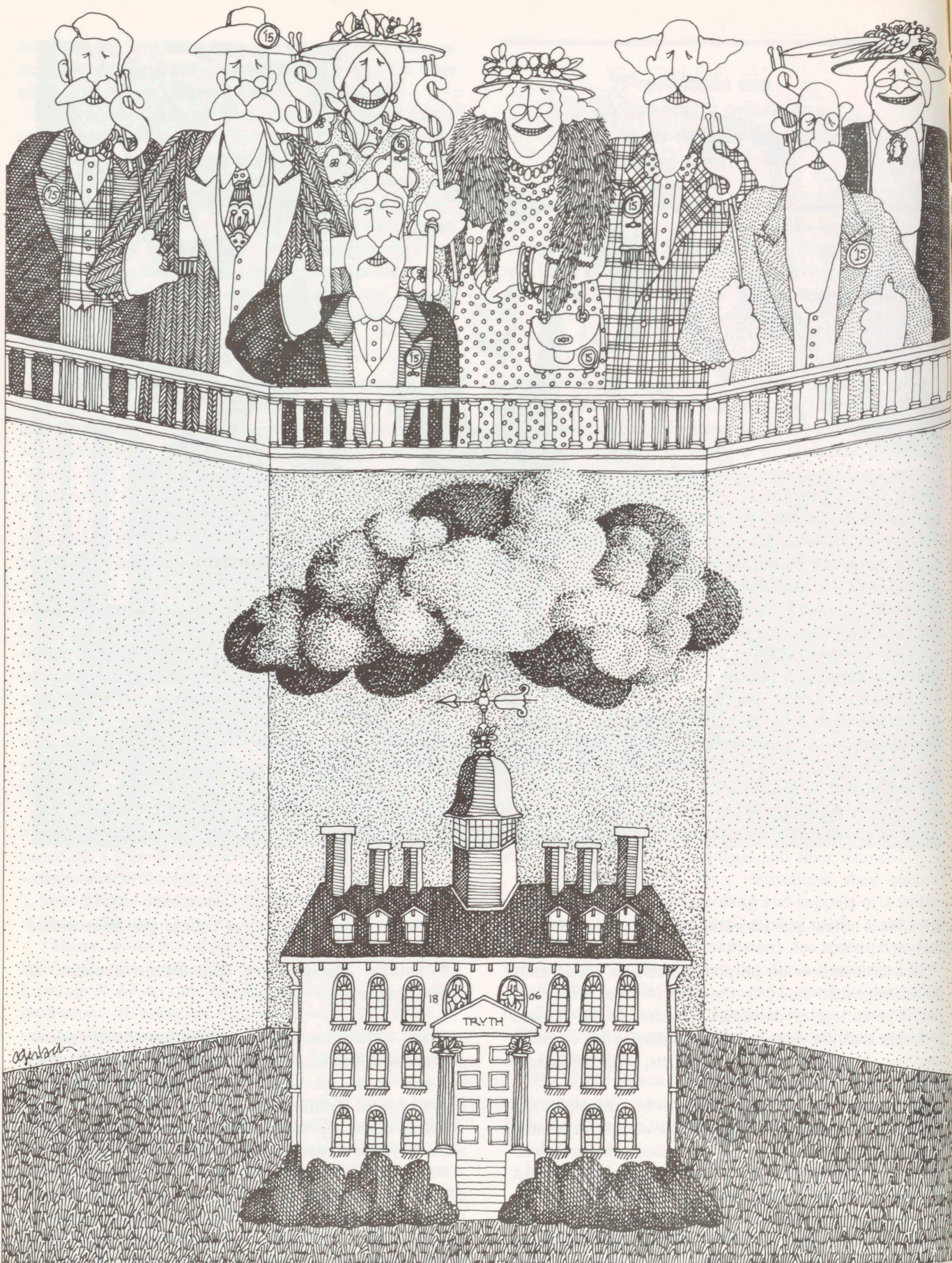
Perhaps, then, any ad for a college president should contain a warning:

"Caution: past products may dictate direction of present process."

ASSUME—again for the moment—that the president can divine a course on which to set his enterprise. Can he steer it to his objective, through the welter of organizational detail?

Here, again, lie the challenge and necessity of balance. Says Princeton's ex-provost, J. Douglas Brown:

"Apart from the central role of leadership in terms of the goals, values, and standards of his institution, the president must have a sense of organization and of the administrative arts of working through organization to attain institutional goals. It is this aspect of his role



which makes a shift from professor to president most difficult for many.

"The professor can express ideas and purposes with fluency, but the president must implement them through the complex processes of gaining willing and effective action in scores of areas and at all levels. It is in the balanced interplay of leadership in ideas and leadership of an operating, dynamic organization that the quality of a president is tested. Too much emphasis on either aspect at the expense of the other may lead to high purposes without accomplishment or a well-run educational factory."

Yet even the art of balancing is not what it once was. To reconcile research facilities and faculty development with classroom space and teaching loads, football aspirations with faculty salaries called for a fine bit of juggling. But the task has been immensely complicated by new legal realities in the academic world.

Consider the case of a university in the Southwest, which, as of July, 1975, had eighteen lawsuits pending against it or its officers in which the university was accused of violating constitutional or civil rights. Several of the suits claimed that the university's admissions procedures were arbitrary and capricious. Others, filed by students and faculty members, charged improper and unlawful dismissals. A research assistant was seeking \$500,000 in damages for the university's failure to renew his contract; a faculty member not recommended for renewal was seeking a million. Several women professors charged they had been discriminated against because of sex; a male nurse contended that he would not have been dismissed from his position with the university had he been female. A plaintiff had sued because, she said, the university had failed to provide her with an abortion. Two Mexican-Americans, former employees, alleged a broad discriminatory policy on the part of the university.

Finally, the president of the university was being sued for \$5-million by a former professor in the medical school, who contended that the president had illegally requested both the doctor's resignation and the restitution of funds allegedly received from the university by the doctor without authorization.

(Legal routes are, of course, mutually available. When Frank I. Keegan was ousted as president of Salem State College in Massachusetts, following a no-confidence vote by his faculty and administration, he filed suit against the trustees, seeking \$200,000 damages and reinstatement as president.)

The proliferation of suits against the institutions raises still another grim specter for the president. Insurance companies are increasingly reluctant to provide liability coverage in the civil-rights area; and without that sort of basic protection—seemingly so far removed from the world of academe—the academic support

systems cannot begin to function. What kind of legerdemain is needed to balance such a complex?

And, of course, where will the presidents and their institutions find the money to finance the support systems they devise, however perfectly? Indeed, more and more where will they find the funds to underwrite those systems that already exist? How to look to the future while keeping the present afloat? How much to scuttle so that the enterprise can get where it is going? And what kind of college or university will arrive at its destination?

How even to find the money to meet the rapidly rising costs of complying with federal social programs

"The student unrest of the '60's taught presidents that we could not dictate any longer, that we had to share power and seek counsel."

—with the financial demands of equal employment opportunity, of equal pay, of affirmative action, of non-discrimination by age, of occupation safety and health, of minimum-wage and fair-labor standards, of unemployment insurance, of social security, of health-maintenance organizations, of pension-security-act provisions, of wage and salary controls, and of environmental protection? At one large, public university such costs have tripled in a decade. At a large, private university they rose from \$110,000 in 1964-65 to \$3,600,000 last year. At a medium-sized private institution, they grew 150-fold in the same period—from \$2,000 to \$300,000.

Must the president reach out blindly for funds—any funds? Or must he somehow weigh the future effects of present relief from financial strain? "Why Richard," Sir Thomas More was made to say in *A Man for All Seasons*, "it profits a man nothing to sell his soul for the whole world . . . but for Wales!" How can a college or university president identify what and where the institution's soul is, and when it is being bartered?

WHO IS A MAN (AND WHO IS A WOMAN) for this season?

Boston College's Monan suggests that Aristotle might serve well as a college president.

"If a president needs one thing, I think he needs judgment—practical judgment that is able to understand the complexities of problems and foresee the

"Whenever I watch the university's man riding the power lawnmower, cutting figure-eights, in complete control of his machine and total arbiter of which swath to cut where and when, I envy his superior autonomy. I don't have his power."

types of consequences that will flow from the alternatives that are open. He must be able to make good decisions, and that's what Aristotle stressed in his *Ethics*."

Father Monan, however, issues one caveat: "Many philosophers' theories about life don't always coincide with their own abilities to live life and make judgments themselves."

Bowdoin's Howell nominates Elizabeth I: "She's certainly used to balancing tight resources and still keeping things going. And she's a marvelous public speaker."

Perhaps our help-wanted advertisement needs further modification:

"Must be resourceful and practical. Should have a grasp of today and a clear vision of tomorrow."

ONE FINAL QUESTION needs to be asked. It may negate the need to answer any of the others.

Does the modern president have the *power* to lead?

A veteran watcher of the office, who has served under five presidents, notes that in the modern institution "power is so diffuse. Everyone has negative powers, not positive ones. They can veto, but they can not effect."

Faced with government regulations; the moral and legal pressures of organized parents, consumers, and environmentalists; the scrutiny of alumni and trustees; and the often-competing wants of some 500 on-campus governance and interest groups, Cincinnati's Warren Bennis expresses a longing and frustration that many presidents share:

"Whenever I watch the university's man riding the power lawnmower, cutting figure-eights, in complete control of his machine and total arbiter of which swath to cut where and when, I envy his superior autonomy. I don't have his power."

A study of leadership in higher education, published in 1974 by the Carnegie Commission, concludes:

"The presidency is an illusion. Important aspects of the role seem to disappear on close examination. In particular, decision-making in the university seems to result extensively from a process that decouples problems and choices and makes the president's role more commonly sporadic and symbolic than significant. Compared to the heroic expectations he and others might have, the president has modest control over the events of college life."

Should he find himself largely symbolic, more the present Queen Elizabeth than an Elizabeth I, the new college or university president might well look to the immediate track record of his predecessors to discover where (and why) his power has gone. Many lost their chambers—literally—as the '60's wrenched to a close and student occupiers moved in. But many, too, may have figuratively abandoned their offices in the crunch of the warfares at home and abroad.

Many presidents—sharing, at least in part, the politically liberal sentiments if not the radical tactics of their rebellious students—acted reluctantly, if at all, to curb campus disorders. Civil persons, they confronted incivility; persons prone to explore, to weigh, to seek the middle road, they found many of their students holding rigidly to political and philosophical stances; peaceful persons, they were expelled by force.

Says Father Theodore M. Hesburgh, president of the University of Notre Dame:

"The public at large had been told that the university could solve all the nation's and the world's problems. But when they came to solving their own new problem of student unrest, most university administrators appeared helpless.

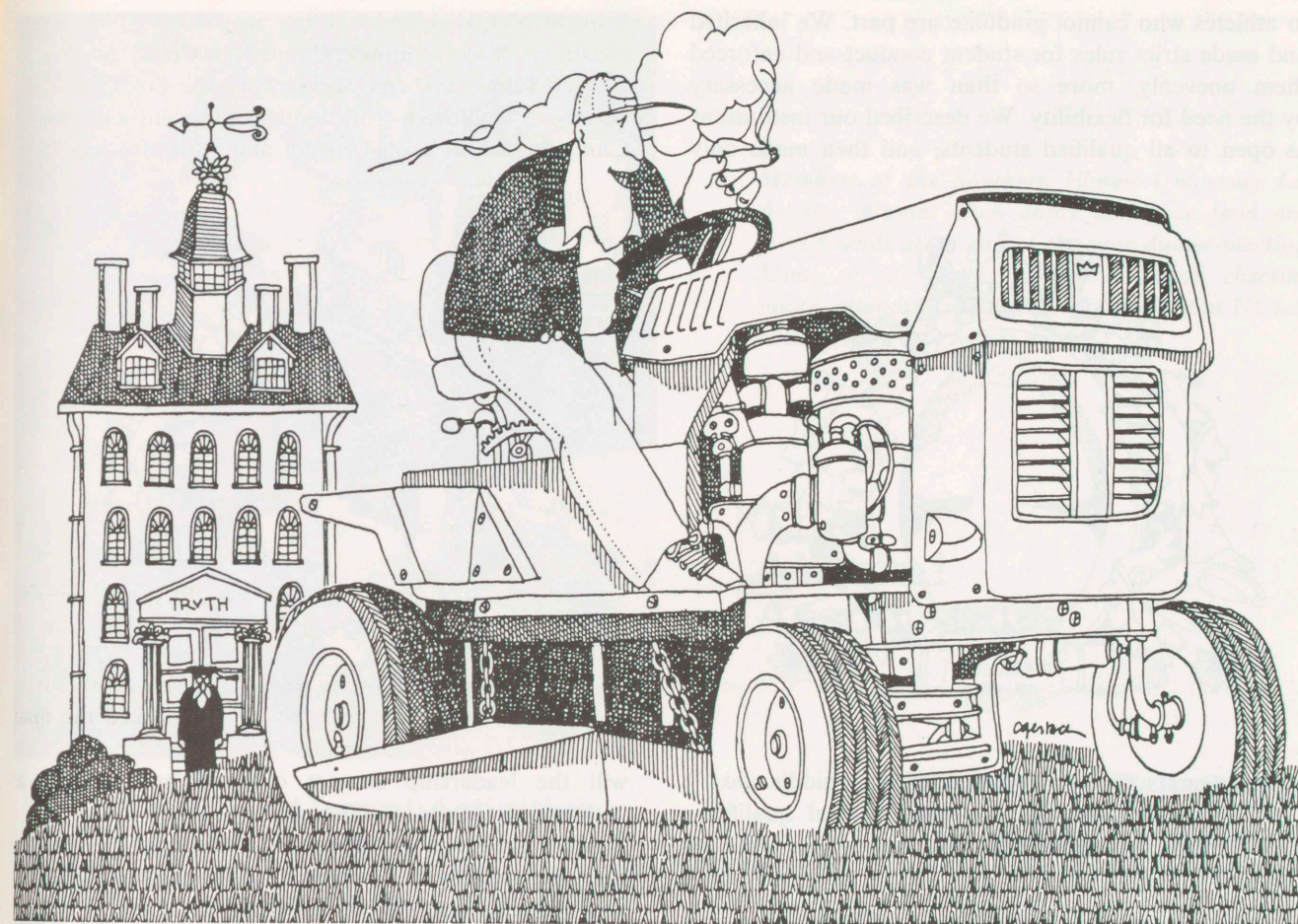
". . . University presidents, the font of all wisdom, were treated to student contempt, insult, intimidation. Their offices were occupied and ruined; their authority, unexercised or disregarded. Most became scapegoats for the total failure of the university to cope with disruption.

"The exodus of distinguished presidents was unprecedented in the history of American universities. From Berkeley to Harvard, from Chicago to Stanford, the presidential offices were emptied, and all efforts were made to find new men versed in crisis management. Often they stayed less than two years, as at Indiana, Columbia, and Stanford; those that lasted kept a low profile.

"There was no conventional wisdom for the traditional presidents to fall back on. One week one president was fired for calling the police and another was fired for not calling the police."

However dire the events, says Father Hesburgh, the aftermath was more profound:

"The worst results of the happenings of the '60's were the crisis of confidence and loss of nerve they



produced in the universities, coupled with a growing disdain and even contempt for universities on the part of those who had loved them most: parents, alumni, benefactors, legislators, students, too."

How much of the presidents' loss of power is a function of their unwillingness to exercise it? Has the judiciary, by bringing the arbitration of social conflict into its grinding processes, dulled the fangs of the presidency? Or was the power already lost before it was so ardently tested?

Was the leadership vacuum of the late '60's only a dramatic expression of a *fait accompli*?

For that matter, is reduced presidential power necessarily bad for the institution?

James Cheek, who freely owns that he has less power now as head of Howard University than he did a decade ago when he was president of Shaw University, does not rue the loss:

"The student unrest of the '60's taught presidents that we could not dictate any longer, that we had to share power and seek counsel. Unlike the corporate head, the college president must be willing to exist as a first among equals. In the narrow sense of executing

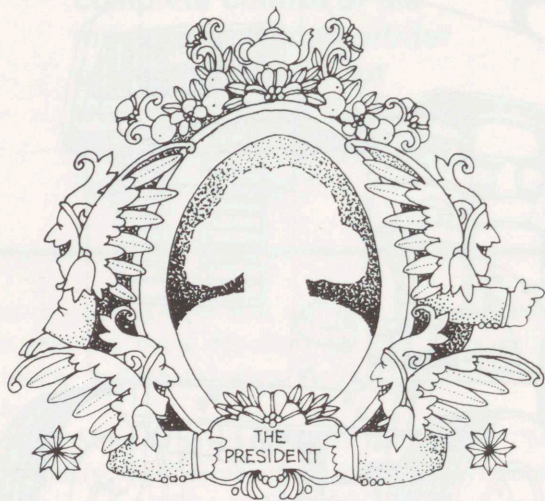
my own duties and responsibilities, this sharing has made the job more difficult; but in the broadest sense, it has been good for the presidency and for the educational community."

Barnaby C. Keeney, president of the Claremont Graduate School and for 11 years president of Brown University, suggests that the final years of the last decade brought to the fore a continuing presidential and institutional deception that undermined and finally destroyed the public confidence necessary to the successful exercise of such delicate power.

"We have a long tradition and a well-established practice in American higher education of saying one thing and doing another. This practice was particularly virulent in the 1960's for a number of reasons, and it contributed to the loss of credibility of college and university presidents and their institutions.

"We stated our lofty aims and described our virtuous practices, and then sometimes acted sordidly. The most obvious example of such action is in the usual description of the purity of amateur athletics, of which the practices of recruiting with little restraint and unscrupulously giving scholarships

to athletes who cannot graduate are part. We inherited and made strict rules for student conduct and enforced them unevenly, more so than was made necessary by the need for flexibility. We described our institutions as open to all qualified students, and then made only



token attempts to recruit from outside the middle class.”

Should the advertisement contain a final qualification: “Must say what is meant, and mean what is said”?

WILL THE NEW PRESIDENT be the image of the giants of the academic past, charismatic men and women whose presence resounded through the entire education community?

“They had scholarly tastes,” writes Harold W. Dodds, for 24 years president of Princeton University. “Each came to the office possessing an academic background. Each was . . . of broad interests; several were leaders in the political and diplomatic, as well as the educational, life of the country. Although none was able to ignore the undergirding functions, including fund raising, without exception they gave educational philosophy, policy, and program top priority.”

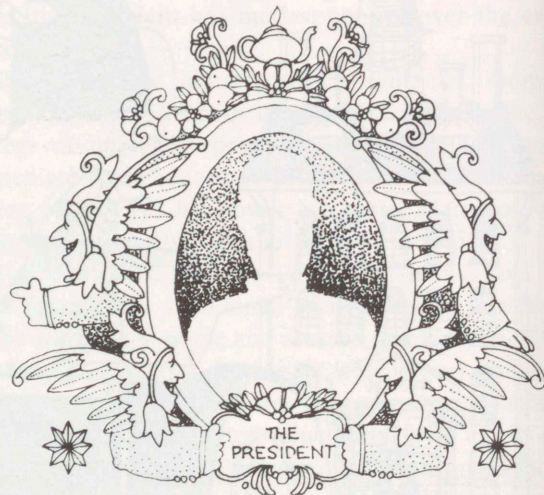
But could they live with the discord that is a pervasive and perhaps vital part of *modern* campus life?

Could they, indeed, have achieved greatness in the present constrained, regulated academic world?

Will the president become, as the former president of Cornell University, James A. Perkins, predicts, “an elected official, nominated by the university senate and approved by the board, for a limited term . . . the consensus-maker, the broker between constituencies, the link—but not the only link—between the board and the senate”?

Will higher education’s leaders of the future be per-

sons primarily skilled—in the words of Clark Kerr, chairman of the Carnegie Council on Policy Studies in Higher Education and former president of the University of California—in “the ability to cut and trim”? Can a president skilled to cut and trim also lead? Or



will the leadership be not outward but inward, a withdrawal toward a stable center?

Must tomorrow’s college and university presidents, then, be mediators, low-profile crisis managers trained in the arts of conciliation? Apostles of efficiency? Task-oriented—a closed circle of managers revolving from institution to institution as particular needs demand particular talents?

The constituents—the alumni and alumnae, the taxpayers, the lawmakers—will have the final say.

WHO will answer the ad?

This special report

is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the persons listed below, the members of EDITORIAL PROJECTS FOR EDUCATION, INC., a nonprofit organization. The members, it should be noted, act in this capacity for themselves and not for their institutions, and not all of them necessarily agree with all the points in this report. All rights reserved; no part may be reproduced without express permission. Printed in U.S.A. Members: GENO A. BALLOTTI, American Academy of Arts and Sciences; DENTON BEAL, University of Bridgeport; ROBERT W. BEYERS, Stanford University; DAVID A. BURR, University of Oklahoma; MARALYN O. GILLESPIE, Swarthmore College; CHARLES M. HELMKEN, Council for Advancement and Support of Education; JOHN I. MATTILL, Massachusetts Institute of Technology; KEN METZLER, University of Oregon; ROBERT M. RHODES, Brown University; VERNE A. STADTMAN, Carnegie Council on Policy Studies in Higher Education; FREDERIC A. STOTT, Phillips Academy (Andover); FRANK J. TATE, the Ohio State University; DOROTHY F. WILLIAMS, Simmons College; RONALD A. WOLK, Brown University; ELIZABETH BOND WOOD, Sweet Briar College. Editors: CORBIN GWALTNEY, HOWARD MEANS. Illustrations by CAMERON GERLACH.



Members of the Southern Illinois University Los Angeles Alumni Club enjoy both fine food and good friends at an end of the year dinner-meeting. Many of the diners formed a Saluki cheering squad, attending the December 6 contest at UCLA, which ended in a Saluki defeat.

The Alumni Association

Alumni Activities

MARCH 18-20

SIU Alumni Headquarters at Illinois "AA" High School Basketball Tourney, Ramada Inn Patio Room, Champaign.

SUNDAY, March 28

Evansville, Ind., Area Club Meeting, 6 P.M. social hour; 7 P.M. dinner, at Homestead. Contact Mrs. Nancy Worden (812) 477-7307.

MONDAY, March 29

Union County Club Meeting, 6:30 P.M., at the Anna Elks Club. Program: "Southern Illinois" slide show. Contact Mrs. Jo Ann Otto (618) 833-5161.

FRIDAY, April 2

Franklin Country Club Meeting, 6:30 P.M. social hour; 7 P.M. dinner, at the Benton County Club. Program: "Southern Illinois" slide show. Contact Ron House (618) 549-7335.

SATURDAY, April 3

Williamson County Club Meeting, 6:30 P.M., at St. Mary's Gym, Hermin. Program: "Southern Illinois."

Call Jack Murphy (618) 942-5081.

APRIL 5-8

Jackson County Telefund Campaign, contact Kent Brandon (618) 549-3169.

APRIL 13, 14

Saline County Telefund Campaign, contact Mrs. Helen Barnes (618) 273-2881.

APRIL 26-28

Franklin County Telefund Campaign, contact Ron House (618) 549-7335.

APRIL 27, 28

Evansville, Indiana Telefund Campaign, contact Mrs. Nancy Worden (812) 477-7307.

APRIL 27-29

Williamson County Telefund Campaign, contact Jack Murphy (618) 942-5081.

FRIDAY, May 14

Spring Commencement.

FRIDAY, August 6

Summer Commencement.

SATURDAY, October 23

Homecoming, game SIU vs. NIU.

'75 Alumni Delegates

Members of the Class of 1975 have selected, by ballot, Ruth Fleck of Frankfort as their representative to the Alumni Association Legislative Council. An animal industries major, Fleck was named the outstanding senior in agriculture in 1975 and served as treasurer of Alpha Zeta scholastic honorary fraternity for agricultural students. Fleck has been the recipient of many awards and scholarships, including the Kraft-Hoffman, American Society of Animal Science and Production Credit scholarships.

Alternate delegates to the council are Mark E. Anderson of Eldorado and Mark N. Sutton of Bourbonnais. Anderson, a zoology major and chemistry minor, received honors and awards as an undergraduate and is presently working toward his master's at SIU. A graduate assistant in the SIU recreation and intramurals office, Sutton majored in physical education and served the University in many ways as an undergraduate.

DEADLINE SPORTS

REY DEMPSEY, A VETERAN COACH with a reputation for turning "down" football programs into winners, is the new head football coach at SIU.

Dempsey, 39, succeeds Doug Weaver who relinquished his duties as head football coach following the recently completed season. Weaver remains in his position as director of athletics.

A former head coach at Youngstown State University, Dempsey spent the past year as an assistant coach with the Detroit Lions of the National Football League. He was named the Salukis' 11th head football coach at a widely-attended press conference, December 30.

"Rey is a proven head coach and someone who has coached young people on the 15-and 16-year-old level as a head coach and as assistant coach. He has also been a head coach in a successful program," Weaver said.

A native of Pitcairn, Pa., Dempsey has 18 years experience as a coach on the high school, collegiate and professional levels of football. At Youngstown State his teams compiled a two-year mark of 12-7 including an 8-1 season in 1974 which was the Penguins' first winning season since 1966.

That 8-1 club competed in the NCAA Division II playoffs and was ranked eighth nationally in the Associated Press poll and 13th nationally in the United Press International poll. It was the best-ever record for a Youngstown State team.

Dempsey coached the Detroit specialty teams this past season as the Lions were 7-7 under coach Rick Forzano including a victory over the Minnesota Vikings. In

addition, Dempsey's specialty teams set a National Football League record with three blocked kicks in one game.

A four-year letterman quarterback at Geneva College of Beaver Falls, Pa., Dempsey began his coaching career as an assistant at Aliquippa, Pa., Hopewell High School in 1958.

Three years later he was named head coach at East Palestine, O., High School where his teams were 20-18-1 over four seasons. Dempsey moved to Canton, O., Central Catholic High in 1965 as head coach and athletic director for six seasons with his final two teams posting identical 8-2 marks.

In 1971 Dempsey joined the staff at Bowling Green State University as assistant coach in charge of recruiting and the academic program. He spent two seasons at Bowling Green as the Falcons compiled records of 6-4 and 6-3-1 including a victory over Miami, O., in 1971 and a 17-14 decision of Purdue in 1972.

Dempsey is described as a tireless worker and an excellent after-dinner speaker. He made over 250 speeches to civic groups in the Greater Youngstown area during his 24 months as the Penguin coach.

Youngstown State also doubled its season ticket sales as Dempsey took the ticket campaign into areas that had not been canvassed before.

In terms of strategy and what to look for at Saluki games, Dempsey said he preferred to throw the football, a radical departure from Weaver's ground control philosophies. "Of course," Dempsey said, "your offense depends on the

personnel you have. We would like to run out of the I-slot and the I-pro. We believe you can throw the ball on the first down but we won't throw the ball all over the place if we don't have the quarterback."

Dempsey has retained three members off Weaver's staff and brought in two of his former aides at Youngstown State, Jim Vechiarella and Joel Spiker.

Vechiarella, 40, will serve as defensive line coach and defensive coordinator, while the 36-year-old Spiker will coach the offensive backs and will be offensive coordinator.

"We have coached together before and have worked well together," said Dempsey, "They are highly competent and are knowledgeable about football. And they are outstanding recruiters."

They join offensive line coach Bill Dodd, linebacker coach Bob Hailey, and secondary coach Rich Solomon--holdovers from Weaver's staff last fall--to complete Dempsey's staff.

Of course, Dempsey realizes much of the Salukis' future success lies in the recruiting efforts currently underway.

"Recruiting is the biggest thing," he said. "If people are winning, they have the players. And you only get players by recruiting." The Salukis showed the fruits of the staff's work by enrolling four prominent junior college players for the start of the current semester.

The four transfers, who will participate in spring practice, are quarterback Jim Kelly and running back Mike Vanlandingham of Northeastern Oklahoma A&M JC, defensive tackle Frank Deckard of Triton JC and tight end Gregg Warren from Independence, Ks., JC. "We are happy to have these young men join our program," Dempsey said. "They all were highly recommended, but the important thing is they will go through spring practice."

Kelly, 6-4, 200-pound of Houston, Tex., is described as a pure drop back passer with a strong arm. He was a standout at Houston Spring Wood High and plans a law career.

Vanlandingham, a 6-1, 190-pound Seminole, Okla., product, played both fullback and halfback for the Golden Norsemen last fall,

and rushed 50 times for 259 yards through the first four games. His playing time was limited the remainder of the season, however, because of an ankle injury.

Deckard, a 6-3½, 227-pound Kankakee native, was a defensive standout last fall at Triton JC where he played defensive tackle. He is a former all-state fullback and linebacker at Bishop McNamara High.

Warren, 6-5, 230, is a native of East Chicago, Ind., and a heavily-recruited tight end. He earned all-conference honors at Independence, Ks., JC, and has been timed in 4.8 seconds for 40 yards.

The signees are the first of the 30 initial grants per year Southern Illinois is allowed as an NCAA Division I school.

THE WOMEN'S ELITE GYMNASTICS TEAM has found January to be a very successful and satisfying month. The 1975 National AIAW defending Champions continued their amazing string of consecutive dual meet victories. At last count, SIU's consecutive dual meet victories numbered 30, beating out Colorado, Arizona State and Indiana State. Team leaders are Denise Didier and Diane Grayson.

Didier's strengths are many: vaulting, uneven parallel bars and all-around competition. Grayson excels in the balance beam and floor exercise routine.

CAN A SWIM TEAM that normally captures 10 or 11 first places out of 13 events have a problem? "Yes," says women's coach Joyce Craven, "We have a definite need for divers. One of our problems is that we have no three meter board to train on. We, therefore, lose that entire event because we can't enter anyone."

Overall though things are looking very good for the women's swim team. The 200-yard Medley Relay Team qualified for Nationals with a 1:56.2 time. Also qualifying for Nationals was Mindy McCurdy in the 100-yard Butterfly, in 59.9.

OUR WOMEN'S BADMINTON TEAM placed 5th in the Saluki Invitational. On the schedule yet is the State Tournament and a number of dual meets which should prove exciting.

1927 OLIVER FRANKLIN REDD has retired and is residing in Chambersburg, Pa., with his wife, Louise. Throughout his career, Redd has had many publications printed concerning the paint and paper industry. He has a patent on a process for improving the plasticity, hardness and strength of plaster-of-paris.

1934 JOHN TAYLOR, ex, has retired after 35 years as an official and one of the founders of Doctors Memorial Hospital in Carbondale. "The hospital grew from just an idea—a dream—that two other doctors and I had before World War II," Taylor said. He and his wife, ROSEMARY MOORE TAYLOR, ex '63, will during some months of the year reside in Carbondale and also spend time at their home in Wyoming.

Alumni,

here, there ...

EUGENE PAYTON resides in Chicago where he, being one of SIU's Board of Directors, served as the SIU representative at the dedication of Daniel Hale Williams University and the inauguration of Charles G. Hurst, Jr. as the first Chancellor.

S. CURTIS PUCKETT, ex, was awarded the outstanding teacher award in secondary education for 1975. The award was based on classroom performance, civic service and professional recognition. He is a teacher of mathematics at the Harry S. Truman Middle School in San Antonio, Tex., where he and his wife, MYRTLE PUCKETT '64, reside.



PUCKETT

1940 DELTON G. REA has retired after accumulating 25,000 hours of flight time during his 33 years as a pilot. Before entering the army in 1941, Rea taught five years in the Franklin County schools. He began his flying in the Army and continued to fly with Delta Air Lines.



REA

Rea remained in the Air Force reserve and retired with the rank of lieutenant colonel, after 20 years of service. He

and Mrs. Charlotte Rea reside in Atlanta, Ga.

1942 Mrs. Patricia Nelson (PATRICIA MERCER), assistant professor in the department of community medicine, Boston University Medical Center, recently addressed the National League of Neighborhood Health Centers assembly in San Francisco. Her paper was entitled, "Patient Education in the Neighborhood Health Centers." Mrs. Nelson is also the editor of a newly published landmark book, which brings together the latest medical knowledge about child health, entitled *Child Health Encyclopedia*. The book, a complete guide for parents is published by Delacorte Press.

1945 ROBERT J. HASTINGS is director of the Office of Communications for the Illinois Baptist State Association, a position he has held since 1967. In this position, he serves as editor of the Illinois Baptist, a weekly newspaper. He also writes a syndicated weekly column for 85 other Illinois newspapers which is titled, "A letter from home." He is author of 12 books and is best known in Illinois for *A Nickel's Worth of Skim Milk*, which describes his boyhood in southern Illinois during the Great Depression. He and his wife, BESSIE R. EMLING '47, reside in Springfield.



HASTINGS

1946 Mrs. James H. Graves (HELEN MATAYA GRAVES) was awarded a Ph.D. in political science from Wayne State University, and was recipient of the distinguished faculty award of the University of Michigan-Dearborn. She is an instructor in political science and director of the political internship/seminar at the University of Michigan-Dearborn.

1947 CHARLENE SPRANKEL is an associate professor of mathematics at Richland Community College in Decatur.

1950 GEORGE GERALD CARMACK is president of Chesley Industries in Farmington, Mich., where he and his wife, Shirley, and three children reside.

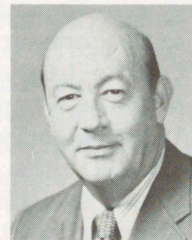
Mrs. LAWRENCE E. DUFF '37 MSed, (GRACE DUFF, MSed '53, Ph.D. '70), was named deputy superintendent of management services, in the Illinois Office of Education in Springfield. In the past, Mrs. Duff was a part-time lecturer for the SIU College of Education. She was a College of Education

research associate and was named an assistant professor in the department of educational administration and foundations in 1974. For many years Mrs. Duff served as superintendent of the Alexander County schools.

1951 PHILIP FLORIO JR., M.S. '66, has retired from the U.S. Air Force as a Lt. Col., after spending 30 years with the force. He served on the AFROTC staff at SIU from 1962 to 1965. Florio and his wife, Elizabeth, are now living on a farm near Gorham.

ARTIE L. SMITH, MSed '54, plans to retire after eight years from his position of business manager for the Carbondale elementary school district. Smith began his career in education in 1937, teaching in the one-room school houses in Jackson County. He has taught in DeSoto for three years and spent three years teaching in DuQuoin. He was also superintendent and part-time teacher at Elkhart. In Jackson County, Smith was assistant superintendent of schools. "After 39 consecutive years of service in the public schools of Jackson and Perry counties, I find it is a sobering statement to say that I am going to resign," Smith said.

1952 CHARLES W. RYAN, has been appointed second vice president in the life, accident and group/railroad and medicare division of the claim department at the Travelers Insurance Companies in Hartford, Conn. Ryan has been with the companies since 1954. He and his wife, Wilma, and their three children live in Manchester, Conn.



RYAN

1953 ERNEST PATTERSON, M.S. '56, has had his book, *Black City Politics*, published by Dodd, Mead & Company of New York. In Patterson's own words, this book "reflects a black man's concern about the powerlessness of black Americans. In his analysis of black urban politics, Patterson examines the often frustrated past attempts of blacks to gain meaningful participation in urban government and he proposes specific institutional and structural changes designed to make city government legitimate to black residents. Although his analysis centers mainly on black politics in St. Louis,



PATTERSON

Patterson also touches on black efforts to correct the unresponsiveness of government in such cities as Detroit, Chicago, Los Angeles, New York and Cincinnati. Patterson's book is available now. On a day to day basis, Patterson is assistant dean of the graduate school and associate professor of political science at the University of Colorado. He and his wife, Johnnie, make their home in Denver, Colo.

FRANCES LA SALLE RICHARDSON and her youngest daughter, Renee, have moved to Ames, Ia. Richardson received an appointment as research associate with the Muscle Biology Group, in the department of animal science at Iowa State University.

1956 TIM L. HALL M.S., has edited "a book for every American, for every home, to help you celebrate our 200th birthday as a Nation," *In the Spirit of '76*. The 68 pages include 450 questions and answers about our declaration of independence, our constitution and early government, a chart chronology and constitution outline, other diagrams, facts and information regarding our history and practice tests on the declaration of independence and the U.S. Constitution. In the words of Hall, "We are much in need of a new spirit of compromise in America today and we can regain it if we remember that our government and Constitution were born in the spirit of compromise. . . . No one can get everything he or his special interest demands but in the true tradition of America we can accomplish a great deal for everyone by a renewed willingness to arrive at some common ground . . . Let us stand tall and proud as Americans in the true American Spirit and dare to match our potential." A United States Representative, Hall resides in Dwight and represents the peoples of the northeastern section of Illinois in Congress.

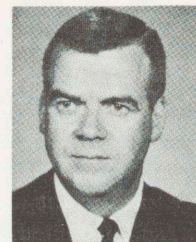
1961 JOHN GRACEN BROWN, MSED '62, has written *Variation in Verse*, a book of poetry with rural, analytical, psychological, children's, western, womanhood, art, celebration, theological satirical and humorous themes. The publisher, Branden Press, says of the book, "Brown not only pierces to the hearts and roots of things, but also associates the essences of all things with his own: in each poem he brings part of creation into our focus, looks through to its center, and gently returns it to its proper context. In so doing he enlivens the world in a new, 'poetic' perception—a deeper, more intense vision, a clearer rendition of truth."

1967 Capt. JOHN A. CAPUTO has re-

ceived his master's degree in psychology by Northern Colorado University's extension at Holloman AFB, N.M. He is assigned at Holloman as a pilot with the 49th Tactical Fighter Wing, a unit of the Tactical Air Command.

1968 Mrs. David W. Allen (MARCIA ELLEN MCGUIRE M.S. '75) was awarded the Education Professions Development Act (E.P.D.A.) Fellowship for doctoral study at SIU. She is one of 11 in the state and one of 257 in the nation. E.P.D.A. is a leadership development program designed to increase the supply of qualified leadership personnel in vocational education.

1969 HENRY BURNS JR. M.A., Ph.D. '71) is an associate professor at Indiana University and Purdue University in Indianapolis, Ind. He was formerly deputy commissioner of the Kentucky department of corrections. He has served as consultant to several state correctional agencies.



BURNS

Burns was also an instructor at the Center for the Study of Crime, Delinquency and Corrections at SIU. He has a new book entitled *Corrections: Organi-*

Lanton: painting, composing and writing his way to retirement

Wendell C. Lanton '40, is retired from Jersey City State College where he was a psychology professor and research director but many of his close acquaintances know him to be as active as the day he started his work in the early '40's.

He continues to work as a consulting psychologist and research advisor to education and industry, and also is a free lance painter and writer. His interest in the African and Black music and art has made him well-known throughout the world.

Lanton's affinity for art started back at SIU where he studied under Burnett Shryock, Gladys Williams and Lulu Roach.

After college, Lanton worked with Dorothy Brown, aunt of Oscar Brown Jr., recording artist and composer, in connection with revising spirituals and folk music which were used in classroom music books across the nation. In 1956, he won the brotherhood award for work in human relations. He became professor of psychology and director of research at Jersey City State College in 1959.

Lanton has lectured in England and has worked in Africa for the establishment of the psychology department at the University of Lagos in Nigeria. While in Africa, Lanton painted in Nigeria, Dahomy, Zaire, Toto, Upper Volta, Ghana, Senegal and other West African countries.



His paintings depict the native life and color of each country.

Through the years, Lanton and his wife, Pearl, have collected authentic African craving, cloth and jewelry which are on display in their home. Other hobbies include playing the piano—he is an accomplished musician. The Lanton's also enjoy travel and visiting with new and old friends.

At the age of 62, many of his friends think he's much too young to retire. Lanton must agree for he admits, "Right now, I'm studying music, painting, writing, and trying to assemble and catalogue our African collection of artifacts—and we recently finished redecorating our home in Montclair, N.J."

zation and Administration. Burns resides in Martinsville, Ind., with his wife, Jane, and his three children, Teresa, Marty and Joe.

1970 Second Lt. STEPHEN D. ARTUS has graduated from the T-37 instructor pilot course at Randolph AFB, Tex. During the 11 weeks of highly specialized training, Artus completed 60 hours of diversified flying, 54 hours of academics and six hours of instrument instruction.



ARTUS

First Lt. BRIAN R. BARBER is a missile launch officer with the Strategic Air Command unit at McConnell AFB, Kan.

Capt. TERRY G. FOUT is a navigator at Andersen AFB, Guam, and serves with a unit of the Air Weather Service.

1971 ALICE BRADLEY works in the agricultural division of Ciba-Geigy Corporation as field sales representative serving five counties in central Illinois. Before joining Ciba-Geigy, Bradley worked as a legislative secretary for an Illinois state senator and served as committee clerk for the State Senate committee on local government. In her new position, Bradley will sell and promote Ciba-Geigy products for use in agriculture, industry and homes and gardens.



BRADLEY

DEAN F. DOUGHTY is an air traffic controller for the Greater Peoria Airport in Peoria. He had worked as air traffic controller in Madison Tower, Madison, Wisc., and at Williamson County Airport in Marion.

STEVE FIORINA is a reporter for station WRAU-TV in Peoria. He previously worked at WXCL in Peoria and at WCMY in Ottawa. Fiorina makes his home in East Peoria.

1973 MICHAEL RAY GILLINGHAM is a police officer for the St. Louis County Police, St. Louis, Mo. He and his wife, Joan, and their two sons, Aaron and Ryan, live in Fenton, Mo.

GERALD HOLEWINSKI HOWARD is a reporter for station KWWL-TV in Waterloo, Ia. He makes his home in Cedar Falls, Ia.

JOHN McKEE is a copywriter for the J. Walter Thompson Company in Chicago.

VIRGINIA ZENDER is working for the

Omaha, Neb., radio station WOW. She was married in May of 1975, to Darrell Zabrocki and they reside in Bellevue, Neb.

1975 Master Sergeant PAUL E. CREE received the U.S. Air Force Commendation Medal for meritorious service as a computer systems superintendent at Scott AFB, Tex., with a unit of the Air Training Command.

JOHN D. GILMORE is employed as a craftsman-in-residence by National Endowment for the Arts, Ohio Arts Council and the Maysville school district.

DAVID JANSEN is now executive director of the Jackson County Housing Authority. He is also the secretary-treasurer of the authority, as required by federal housing laws.

Births

To Mr. and Mrs. WILLIAM J. BULAT '67, a daughter, Jennifer Ann, born February 25, 1975.

To Mr. and Mrs. JAMES F. CERVEN '66, M.S. '68, (REBECCA MCGHEE '69), a son, William Todd, born August 3, 1975.

To Mr. and Mrs. JAMES L. COLLIE '73 (KAREN KNIGHT '73), a daughter, Tracey Lynn, born November 19, 1975.

To Lt. JOHN CHARLES DAVIS '71 (JANE HUBBARD '72), a son, Jeremy Lee, born October 23, 1975.

To Mr. and Mrs. ROBERT A. DYER '71, a daughter, Kimberly Ann, born August 1, 1975.

To Mr. and Mrs. MICHAEL R. FLANINGAM '65, a daughter, Tara Louise, born July 16, 1975.

To Mr. and Mrs. Eugene D. FOSS (MARY A. SCHIFF '68, M.A. '69), a son, Eugene Joseph, born March 5, 1975.

To Mr. and Mrs. KENNETH G. FRANKENBERRY '70 (MARCIA J. FRANKENBERRY '70), a son, Phillip Charles, born November 29, 1975.

To Capt. and Mrs. SHERRILL F. FREESMEYER '70 LINDA LEE LESTINA '70), a son, Eric Todd, born October 10, 1975.

To Mr. and Mrs. ROGER WAYNE HARRIS '71, a son, Christopher Todd, born June 13, 1975.

To Mr. and Mrs. GARY P. HUND '70, a daughter, Alycia Marilyn, born April 24, 1975.

To Mr. and Mrs. ROYCE JAY FICHTE '67 (JANICE LEE JACOBS '68), a son, Kurt Mason, born August 14, 1975.

To Mr. and Mrs. JAMES MICHAEL McALEVEY '66, a son, James Michael, born November 22, 1975.

To Mr. and Mrs. MICHAEL D. McCALL '66, a daughter, Rhonda Sue, born October 14, 1975.

To Mr. and Mrs. RONALD G. OLDANI

'68 (CAROL A. KOCHMAN '67), a son, David Ronald, born June 26, 1975.

To Mr. and Mrs. JAMES JUNG '65, a daughter, Michelle, born January 11, 1975.

To Dr. and Mrs. JAMES MATTHEW SCHMIDT '69, a son, Bryan James, born October 8, 1975.

To Mr. and Mrs. JOHN ZALEWSKI '69, a son Ted John, born April 9, 1975.

Deaths

1919 RUTH PARKS, -2, died November 2, 1975, in Marion Memorial Hospital. She was a retired school teacher. Survivors of Mrs. Parks are her husband, a son and a daughter.

1935 OTHEL P. MANSELL, died November 19, 1975. Mr. Mansell was principal of the Marion Senior High School approximately 40 years ago. He retired in 1972 as a professor of physics and mathematics at Kaskaskia College in Centralia. Those who survive Mr. Mansell include his wife, Lou; one son and two sisters.

1938 JOSEPH R. DILLINGER died on November 16, 1975, in Madison, Wis. Mr. Dillinger was a physics professor at the University of Wisconsin in Madison. Survivors include his wife, Martha; two sons and one daughter.

1974 RICHARD NATHANIEL WOLK died January 23, 1975 of cancer. At the time of his illness, he was employed by Channel 2—Terre Haute, Ind., as a news reporter. He is survived by his parents, Mr. and Mrs. Arnold Wolk.

HON ALUM HENRY ALLEN MOE, an honorary alumnus of SIU, Honorary Doctor of Humane Letters '62, died October 2, 1975, in New York Hospital. He resided in Riverdale, N.Y. Mr. Moe's honorary degree was one of numerous honors conferred by universities and learned societies in North and South America, England and Europe, for recognition of his conception and planning in his 38 years for the administration of the John Simon Guggenheim Memorial Foundation. Mr. Moe was appointed the first chairman of the National Endowment for the Humanities by the President of the United States. He was also president of the American Philosophical Society, The New York State Historical Association and the Farmer's Museum in Coopers-town, N.Y.; vice chairman of the Museum of Modern Art and the New York State Council on the Arts; a trustee of the Rockefeller Foundation. He is survived by his wife, Edith and his son, Christian Moe, SIU professor.

Honor Roll of New Life Members

SIU ALUMNI ASSOCIATION

Life Members

Mr. David K. Bogard '75
East Peoria, Illinois

Mrs. Cooper Chapman '62
(Marjorie Ann Dabney)
Arnold, Maryland

Mr. Clyde E. Croslin '44
Sparta, Illinois

Mr. Robert F. Flott Jr. '72
Santa Monica, California

Mr. Maurice A. Folliott '75
Bronx, New York

Mrs. Bert Gaskins ex '43
(Wilma Webb Gaskins)
Harrisburg, Illinois

Mr. Sergio R. Gazitua '55
Santo Domingo, Dominican
Republic

Mr. Charles E. Hall '73
Quincy, Illinois

Mr. Donald G. Lence '50
Glen Ellyn, Illinois

Mr. Wallace E. Miller '67
Benton, Illinois

Dr. Suzuko Mita '68, '69, '75
Tokyo, Japan

Mr. John C. Moore '29
Marion, Indiana

Mr. James F. Newton '48
Carbondale, Illinois

Mrs. Kenneth E. Sanders '66
(Nancy Ann Ogle)
Gaithersburg, Maryland

Mr. Yeong Soo Shin '69
Wyckoff, New Jersey

Dr. Glenn J. Stadelbacher '58
Salisbury, Maryland

Mr. Gregory S. Stanmar '68
Rockford, Illinois

Family Life Members

Mr. and Mrs. W. Kent Brandon '61
(Linda Crandle Brandon '70)
Carbondale, Illinois

Mr. and Mrs. John M. Catlin '50
(Mary Frances Williamson ex '50)
St. Paul, Minnesota

Mr. and Mrs. Carroll L. Doerner
'57, '75
(Sarah Marandia Lowery '58, '71)
DuQuoin, Illinois

Mr. and Mrs. Ernie J. Flota '56
(Luann Pauline Stumpf '53)
Alton, Illinois

Mr. and Mrs. James D. Holland '65
(Vickie Hoopaw Holland ex '59)
Balboa Canal Zone

Mr. and Mrs. Lawrence S. Vitale
'60
(Rebecca Burroughs '60)
Houston, Texas

Those listed above completed life memberships in the SIU Alumni Association during the past two months before deadline time. If you are a member of the Association or qualify for membership, perhaps now is the time for you to consider joining the more than 2500 alumni who already have life memberships or are working toward them. Cost is \$125 (minimum annual installment payment \$25 over five years) or \$150 (minimum annual installment payment \$15 over ten years) for a single life membership. Family life memberships (if both husband and wife are alumni) are \$150 (minimum annual installment \$30 over five years) or \$175 (minimum annual installment \$17.50 over ten years). Benefits begin immediately. Life membership payments go into a permanent endowment, the interest supporting alumni activities in perpetuity.